

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
2013- 2014	Jessica Medrano	Jmiller72@cnm.edu	505-244-4000 ext.50253
Academic Year	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
Program: EMS First Responder <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: HWPS – EMS _____

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
<p>This is a very difficult program to have adequate numbers to assess. This program is not required for any higher level of EMS training and it does not lead , typically to direct employment. We do have a better retention rate this year for our First Responder courses. Our NREMT pass rate at this level is not good. Most who take this course DO NOT want to obtain certification or licensure, they simply want the knowledge.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>More learning is occurring in both blackboard and in the classroom, meaning that our instructors have recorded the lectures that students tend to conceptually struggle with, so that they can go home and review these concepts .</p>

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed:	Classes/Cohorts Assessed:
<small>To add rows: right –click in cell below and select "Insert," "Insert Rows Above"</small> 1. Part A: Affective Domain This course prepares the student to be able to:	EMS 1091

<ul style="list-style-type: none"> • Be a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service. (Professionalism) <p>Preparedness: the student consistently arrived on time with required materials and was ready to learn.</p> <p>Professional appearance: the student is dressed appropriately and is neat in appearance. No hygiene issues.</p> <p>Initiative: student demonstrates interest in EMS through actions and interactions with evaluator.</p> <p>Conduct: Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics.</p> <p>Careful Delivery of Service: Student follows policies, procedures & protocols. Uses appropriate safeguards in the performance of duties.</p>	
<p>Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform a First responder level patient assessment. <ul style="list-style-type: none"> a. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient. (Assessment) b. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology. (Assessment) c. Relate assessment findings to underlying pathological and physiological changes in the patient’s condition. (Assessment) d. Integrate and synthesize the multiple determinants of health and clinical care. (Assessment) e. Perform health screening and referrals. (Assessment) • Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the First responder level. (Psychomotor Skills) 	<p>EMS 1091</p>
<p>Part C: Cognitive Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform First responder level decision making in the content areas of: (a) preparatc (b) airway/respiration/ventilation, (c) cardiology/resuscitation/ECG, (d) trauma, (e) medical/obstetrics/gynecology, and 	<p>EMS 1001</p>

<p>(f) EMS operations</p> <ol style="list-style-type: none"> a. Anticipate and prospectively intervene to improve patient outcome. (Decision Making) b. Perform basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient. (Decision Making) c. Evaluate the effectiveness of interventions and modifies treatment plan accordingly. (Decision Making) <p>Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS.</p> <p>Problem Solving: the student uses knowledge to solve a previously encountered situation.</p> <p>Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	
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Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
EMS 1001 Final Exam	X		X		Pass with a 70%
EMS 1091 Final Skills Testing	X		X		Pass final skills 70%
EMS 1091 Professional Behavior Rubric	X		X		Achieve a '3' or greater on each item, scale of 0 to 4.

Assessment Results/Findings:
<p>Outcome #1:</p> <p>Overall exam scores showed a median grade of : 76.3 %</p> <p>Retention rate : 55%</p> <p>5 students did not show for final exam</p>

Outcome #2 :

Final Skills Testing Results:

64% of students passed the final practical /skills testing station. Of these, 3 students did not show for the final exam . those that did show , the pass rate was 78% .

Outcome #3:

Professional Behavior rubric:

Students routinely received '2' on attendance, tardiness, and initiative in the FR course.

Analysis and Interpretation of Assessment Results/Findings:

Again, this course is very difficult to keep students enrolled in. The results in every category are below threshold. We continue to debate offering this course .

Action Plan in Support of Student Learning:

Meet with faculty and community partners and assess the need to offer this course. To improve student learning, I would suggest adding contact hours to the course to ensure that they have all the necessary time to absorb the course content.

Recommendations, Proposals, and/or Funding Requests:**PART 4: EMBEDDED OUTCOMES****Critical Thinking and Life Skills/Teamwork Development within Programs:**

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
- b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) Critical thinking is embedded in our written formative and summative evaluations with scenario questions in each, also with scenario stations in lab .

b) This is an imperative part of our training. All students are evaluated as a team member, team leader and skill provider. This is seen in our assessments in labs.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2013-2014	Assess each course's terminal outcomes in each of the student learning outcomes .

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
<p>1.</p> <p>1. Part A: Affective Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Be a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service. (Professionalism) <p>Preparedness: the student consistently arrived on time with required materials and was ready to learn. Professional appearance: the student is dressed appropriately and is neat in appearance. No hygiene issues. Initiative: student demonstrates interest in EMS through actions and interactions with evaluator. Conduct: Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics. Careful Delivery of Service: Student follows policies, procedures & protocols. Uses appropriate safeguards in the performance of duties.</p>	Fall 2013-2014	EMS 1001	Final Written Exam
<p>2. Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform a First responder level patient assessment. <ul style="list-style-type: none"> f. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient. (Assessment) g. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology. (Assessment) h. Relate assessment findings to underlying pathological 	Fall 2013-2014	EMS1091	Final skills testing

<p>and physiological changes in the patient's condition. (Assessment)</p> <ul style="list-style-type: none"> i. Integrate and synthesize the multiple determinants of health and clinical care. (Assessment) j. Perform health screening and referrals. (Assessment) <ul style="list-style-type: none"> • Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the First responder level. (Psychomotor Skills) 			
<p>3. Part C: Cognitive Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform First responder level decision making in the content area of: (a) preparatory, (b) airway/respiration/ventilation, (c) cardiology/resuscitation/ECG, (d) trauma, (e) medical/obstetrics/gynecology, and (f) EMS operations d. Anticipate and prospectively intervene to improve patient outcome. (Decision Making) e. Perform basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of patient. (Decision Making) f. Evaluate the effectiveness of interventions and modifies treatment plan accordingly. (Decision Making) <p>Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS. Problem Solving: the student uses knowledge to solve a previously unencountered situation. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	Fall 2013-2014	Fall 2013- Spring 2014	Behavioral assessment rubric
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